

Supporting Question Two: How Did the Cherokee Nation Resist Removal?

Featured Sources

- **Interactive Case Study**—Trail of Tears: A Story of Cherokee Removal— Consider what it means to resist and persist. Examine featured sources that show the different ways that Cherokee leaders and people resisted removal.

Student Tasks

- [*Cherokee Removal*](#)

Student Outcomes

KNOW

Original Cherokee homelands cover a vast area of what is today known as the southeastern United States. As more Europeans arrived in Cherokee lands, pressure mounted for the Cherokee to leave their homelands. A small group of Cherokee citizens believed that removal was inevitable, but many members of the Cherokee Nation actively resisted removal, even in the face of violence from non-Cherokees in the state of Georgia. The U.S. Army forcibly rounded up Cherokee people and oversaw their forced removal to Indian Territory. During removal, the Cherokee endured extreme heat, unsanitary conditions, and exhaustion; when Principal Chief John Ross learned of the conditions his people faced during the forced removal to Indian Territory, he petitioned the U.S. Army for the right to oversee the remainder of the removal process. When the last of the Cherokee groups reached Indian Territory, the nation worked to reunify. Today the Cherokee Nation provides support for its citizens through education, economic development, and governance.

UNDERSTAND

The Cherokee Nation tried many different strategies to resist removal. While not all efforts were successful, the Cherokee did find ways to rebuild, renew, and sustain their nation's culture and sovereignty. Today, the Cherokee continue to find opportunities to celebrate and sustain important cultural values and practices.

DO

Construct a claim using inferences about how the Cherokee Nation resisted removal by applying evidence from Cherokee actions before, during, and after removal.

Standards**C3 Dimension Standards**

D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

CCSS: Anchor Standards

CCSS.ELA-LITERACY.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS: Corresponding 9-12 Grade Specific Standards

CCSS.ELA-LITERACY.RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Supporting Question Two Lesson Procedures

Anticipatory Set

- Ask students if they have heard of the phrase “The Trail of Tears.”
- If yes: What do they know about it? Where did they hear about it? What comes to mind when they think about it?
- If no: What could it mean? What kind of feeling does the phrase “The Trail of Tears” leave you with?
- Students might return to the phrase “The Trail of Tears” at the conclusion of supporting question two and reflect on new understandings that they have about the meaning and significance of the phrase.

Review

- Recall with students the previous supporting question’s case study, *The Removal of the Muscogee Nation*.
- Have students share what they remember about the experiences of Muscogee Peoples before, during, and after removal.

Guided Practice, Instruction, and Formative Assessment

Part A—Protecting Homelands: Summarize

Teacher TIP: Each chapter of the case study looks at a different phase of removal, and the student tasks follow that progression. Depending on your students’ needs, you might lead the whole class through chapter one in order to reinforce the skills that are needed to interpret the different types of sources. The remaining chapters and corresponding tasks could be completed individually, in student pairs, or in small groups.

- This case study is organized into five chapters: “Early History and Relationships between Nations”; “Resisting Removal”; “Forced Removal”; “Rebuilding After Removal”; and “Reflections.” Each chapter features perspectives from contemporary Cherokee citizens and leaders as well as a variety of featured sources that together help students construct an understanding of the how the Cherokee Nation resisted removal.
- In Part A of the ***Cherokee Removal*** worksheet, students could work as a full class and look back to the sources in “Early History and Relationships between Nations” and summarize why and how the Cherokee Nation protected its homelands before removal. First, students will write a brief summary about why and how the Cherokee acted to protect their homelands. Then, students will use evidence from the sources to support their summary.

Teacher Tip:

A big idea of this case study is **resistance**. It is important to help students recognize that the Cherokee Nation tried many ways to challenge removal and that resistance took many forms. While not all efforts were successful, the Cherokee did find ways to rebuild, renew, and sustain their nation’s culture and sovereignty.

Guided Practice, Instruction, and Formative Assessment

Part B—Summarize and Analyze

- In Part B of the *Cherokee Removal* worksheet, students review the sources in the chapters “Resisting Removal” and “Forced Removal.” First, students summarize the pressures and divisions that the Cherokee faced before and during removal. Then, students analyze the impact of these pressures and divisions on the Cherokee’s ability to resist removal.
- Students now go to the final two chapters of the case study, “Rebuilding After Removal” and “Reflections.” Remind students to use the discussion questions at the end of each chapter to reflect on key ideas.

Check for Understanding

- Before moving to Part C of the *Cherokee Removal* worksheet, check for student understanding about a key concept in the case study: resistance. Ask students to go back to the sources in “Rebuilding After Removal” and “Reflections” and consider how rebuilding the Cherokee Nation was a way to show resistance to removal. Students should recognize that the Cherokee Nation took actions to rebuild after removal and those actions prove that the Cherokee Nation is determined to persist and look to the future. Today the Cherokee Nation provides support for its citizens through education, economic development, and governance. The Cherokee continue to find opportunities to celebrate and sustain important cultural values and practices.

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Part C—Making Claims

- Finally, have students go back through each chapter and select three actions, along with evidence for each action, that best demonstrate Cherokee resistance to removal. Students will then construct a claim that addresses how the Cherokee Nation resisted removal.

Preview

- Next, students will build on their understanding of the Muscogee and Cherokee experiences with removal and examine the greater scope of removal as a U.S. policy.
- In supporting question three, students explore how six different Native Nations tried to avoid removal.